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Passage One

Questions 56 to 60 are based on the following passage.

Among the government's most interesting reports is one that estimates what parents spend on their children. Not surprisingly, the costs are steep. For a middle-class, husband-and-wife family (average pretax income in 2009: \$76250), spending per child is about \$12000 a year. With inflation the family's spending on a child will total \$286050 by age 17.

The dry statistics ought to inform the ongoing deficit debate, because a budget is not just a catalog of programs and taxes. It reflects a society's priorities and values. Our society does not - despite rhetoric(□□) to the contrary - put much value on raising children. Present budget policies tax parents heavily to support the elderly. Meanwhile, tax breaks for children are modest. If deficit reduction aggravates these biases, more Americans may choose not to have children or to have fewer children. Down that path lies economic decline.

Societies that cannot replace their populations discourage investment and innovation. They have stagnant(□□□) or shrinking markets for goods and services. With older populations, they resist change. To stabilize its population - discounting immigration - women must have an average of two children. That's a fertility rate of 2.0. Many countries with struggling economies are well below that.

Though having a child is a deeply personal decision, it's shaped by culture, religion, economics, and government policy. "No one has a good answer" as to why fertility varies among countries, says sociologist Andrew Cherlin of The Johns Hopkins University. Eroding religious belief in Europe may partly explain lowered birthrates. In Japan young women may be rebelling against their mothers' isolated lives of child rearing. General optimism and pessimism count. Hopefulness fueled America's baby boom. After the Soviet Union's collapse, says Cherlin, "anxiety for the future" depressed birthrates in Russia and Eastern Europe.

In poor societies, people have children to improve their economic well-

being by increasing the number of family workers and providing support for parents in their old age. In wealthy societies, the logic often reverses. Government now supports the elderly, diminishing the need for children. By some studies, the safety nets for retirees have reduced fertility rates by 0.5 children in the United States and almost 1.0 in Western Europe, reports economist Robert Stein in the journal *National Affairs*. Similarly, some couples don't have children because they don't want to sacrifice their own lifestyles to the time and expense of a family.

Young Americans already face a bleak labor market that cannot instill(□□) confidence about having children. Piling on higher taxes won't help, "If higher taxes make it more expensive to raise children," says Nicholas Eberstadt of the American Enterprise Institute, "people will think twice about having another child." That seems like common sense, despite the multiple influences on becoming parents.

56. What do we learn from the government report?

- A) Inflation increases families' expenses. B) Raising children is getting expensive.
- C) Budget reduction is around the corner. D) Average family expenditure is increasing.

57. What is said to be the consequence of a shrinking population?

- A) Weakened national strength. B) Increased immigration.
- C) Economic downturn. D) Social instability.

58. What accounted for America's baby boom?

- A) Optimism for the future. B) Improved living conditions.
- C) Religious beliefs. D) Economic prosperity.

59. Why do people in wealthy countries prefer to have fewer children?

- A) They want to further improve their economic well-being.
- B) They cannot afford the time and expenses of rearing children.
- C) They are concerned about the future of the coming generation.
- D) They don't rely on their children to support them in old age.

60. What is the author's purpose in writing the passage?

- A) To instill confidence in the young about raising children.
- B) To advise couples to think twice before having children.
- C) To encourage the young to take care of the elderly.
- D) To appeal for tax reduction for raising children.

Passage Two

Questions 61 to 65 are based on the following passage.

Space exploration has always been the province of dreamers: The human imagination readily soars where human ingenuity(□□□) struggles to follow. A

Voyage to the Moon, often cited as the first science fiction story, was written by Cyrano de Bergerac in 1649. Cyrano was dead and buried for a good three centuries before the first manned rockets started to fly.

In 1961, when President Kennedy declared that America would send a man to the moon by the decade's end, those words, too, had a dreamlike quality. They resonated() with optimism and ambition in much the same way as the most famous dream speech of all, delivered by Martin Luther King Jr. two years later. By the end of the decade, both visions had yielded concrete results and transformed American society. And yet in many ways the two dreams ended up at odds with each other. The fight for racial and economic equality is intensely pragmatic() and immediate in its impact. The urge to explore space is just the opposite. It is figuratively and literally otherworldly in its aims.

When the dust settled, the space dreamers lost out. There was no grand follow-up to the Apollo missions. The technologically compromised space shuttle program has just come to an end, with no successor. The perpetual argument is that funds are tight, that we have more pressing problems here on Earth. Amid the current concerns about the federal deficit, reaching toward the stars seems a dispensable luxury - as if saving one - thousandth of a single year's budget would solve our problems.

But human ingenuity struggles on. NASA is developing a series of robotic probes that will get the most bang from a buck. They will serve as modern Magellans, mapping out the solar system for whatever explorers follow, whether man or machine. On the flip side, companies like Virgin Galactic are plotting a bottom-up assault on the space dream by making it a reality to the public. Private spaceflight could lie within reach of rich civilians in a few years. Another decade or two and it could go mainstream.

The space dreamers end up benefiting all of us - not just because of the way they expand human knowledge, or because of the spin-off technologies they produce, but because the two types of dreams feed off each other. Both Martin Luther King and John Kennedy appealed to the idea that humans can transcend what were once considered inherent limitations. Today we face seeming challenges in energy, the environment, health care. Tomorrow we will transcend these as well, and the dreamers will deserve a lot of the credit. The more evidence we collect that our species is capable of greatness, the more we will actually achieve it.

61. The author mentions Cyrano de Bergerac in order to show that _____.

- A) imagination is the mother of invention
- B) ingenuity is essential for science fiction writers
- C) it takes patience for humans to realize their dreams
- D) dreamers have always been interested in science fiction

62. How did the general public view Kennedy's space exploration plan?

- A) It symbolized the American spirit.
- B) It was as urgent as racial equality.
- C) It sounded very much like a dream.
- D) It made an ancient dream come

true.

63. What does the author say about America's aim to explore space?

- A) It may not bring about immediate economic gains.
- B) It cannot be realized without technological innovation.
- C) It will not help the realization of racial and economic equality.
- D) It cannot be achieved without a good knowledge of the other worlds.

64. What is the author's attitude toward space programs?

- A) Critical. B) Reserved. C) Unbiased. D) Supportive.

65. What does the author think of the problems facing human beings?

- A) They pose a serious challenge to future human existence.
- B) They can be solved sooner or later with human ingenuity.
- C) Their solutions need joint efforts of the public and private sectors.
- D) They can only be solved by people with optimism and ambition.

□□□

Passage One

Questions 56 to 60 are based on the following passage.

There was a time not long ago when new science Ph.D.s in the United States were expected to pursue a career path in academia(□□□). But today, most graduates end up working outside academia, not only in industry but also in careers such as science policy, communications, and patent law. Partly this is a result of how bleak the academic job market is, but there's also a rising awareness of career options that Ph.D. scientists haven't trained for directly - but for which they have useful knowledge, skills, and experience. Still, there's a huge disconnect between the way we currently train scientists and the actual employment opportunities available for them, and an urgent need for dramatic improvements in training programs to help close the gap. One critical step that could help to drive change would be to require Ph.D. students and postdoctoral scientists to follow an individual development plan (IDP).

In 2002, the US Federation of American Societies for Experimental Biology recommended that every postdoctoral researcher put together an IDP in consultation with an adviser. Since then, several academic institutions have begun to require IDPs for postdocs. And in June, the US National Institutes of Health (NIH) Biomedical Research Workforce Working Group recommended that the NIH require IDPs for the approximately 32,000 postdoctoral researchers they support. Other funding agencies, public and private, are

moving in a similar direction.

IDPs have long been used by government agencies and the private sector to achieve specific goals for the employee and the organization. The aim is to ensure that employees have an explicit tool to help them understand their own abilities and aspirations, determine career possibilities, and set (usually short-term) goals. In science, graduate students and new Ph.D. scientists can use an IDP to identify and navigate an effective career path.

A free Web application for this purpose, called myIDP, has become available this week. It's designed to guide early-career scientists through a confidential, rigorous process of introspection(introspection) to create a customized career plan. Guided by expert knowledge from a panel of science-focused career advisers, each trainee's self-assessment is used to rank a set of career trajectories(trajectories). After the user has identified a long-term career goal, myIDP walks her or him through the process of setting short-term goals directed toward accumulating new skills and experiences important for that career choice.

Although surveys reveal the IDP process to be useful, trainees report a need for additional resources to help them identify a long-term career path and complete an IDP. Thus, myIDP will be most effective When it's embedded in larger career-development efforts.' For example, universities could incorporate IDPs into their graduate curricula to help students discuss, plan, prepare for, and achieve their long-term career goals.

56. What do we learn about new science Ph.D.s in the United States today?

- A) They lack the skills and expertise needed for their jobs.
- B) They can choose from a wider range of well-paying jobs.
- C) They often have to seek jobs outside the academic circle.
- D) They are regarded as the nation's driving force of change.

57. What does the author say about America's Ph.D. training?

- A) It should be improved to better suit the job market.
- B) It is closely linked to future career requirements.
- C) It should be re-oriented to careers outside academia.
- D) It includes a great variety of practical courses.

58. What was recommended for Ph.D.s and postdoctoral researchers?

- A) They meet the urgent needs of the corporate world.
- B) A long-term career goal be set as early as possible.
- C) An IDP be made in consultation with an adviser.
- D) They acquire an explicit tool to help obtain jobs.

59. Government agencies and the private sector often use IDPs to _____.

- A) bring into full play the skills and expertise of their postdoctoral researchers
- B) help employees make the best use of their abilities to achieve their career goals
- C) place employees in the most appropriate positions
- D) hire the most suitable candidates to work for them

60. What do we know about myIDP?

- A) It is an effective tool of self-assessment and introspection for better career plans.
- B) It enables people to look into various possibilities and choose the career they love.
- C) It promises a long-term career path. D) It is part of the graduate curricula.

Passage Two

Questions 61 to 65 are based on the following passage.

Just over a decade into the 21st century, women's progress can be celebrated across a range of fields. They hold the highest political offices from Thailand to Brazil, Costa Rica to Australia. A woman holds the top spot at the International Monetary Fund; another won the Nobel Prize in economics. Self-made billionaires in Beijing, tech innovators in Silicon Valley, pioneering justices in Ghana - in these and countless other areas, women are leaving their mark.

But hold the applause. In Saudi Arabia, women aren't allowed to drive. In Pakistan, 1000 women die in honor killings every year. In the developed world, women lag behind men in pay and political power. The poverty rate among women in the US rose to 14.5% last year.

To measure the state of women's progress, Newsweek ranked 165 countries, looking at five areas that affect women's lives: treatment under the law, workforce participation, political power, and access to education and health care. Analyzing data from the United Nations and the World Economic Forum, among others, and consulting with experts and academics, we measured 28 factors to come up with our rankings.

Countries with the highest scores tend to be clustered in the West, where gender discrimination is against the law, and equal rights are constitutionally enshrined(□□□). But there were some surprises. Some otherwise high-ranking countries had relatively low scores for political representation. Canada ranked third overall but 26th in power, behind countries such as Cuba and Burundi. Does this suggest that a woman in a nation's top office translates to better lives for women in general? Not exactly. "Trying to quantify or measure the impact of women in politics is hard because in very few countries have there been enough women in politics to make a difference," says Anne-Marie Goetz, peace and security adviser for UN Women.

Of course, no index can account for everything. Declaring that one country is better than another in the way that it treats more than half its citizens means relying on broad strokes and generalities. Some things simply can't be measured. And cross-cultural comparisons can't account for differences of opinion.

Certain conclusions are nonetheless clear. For one thing, our index backs up a simple but profound statement made by Hillary Clinton at the recent Asia-Pacific Economic Cooperation summit. "When we liberate the economic potential of women, we elevate the economic performance of communities, nations, and the world," she said. "There's a stimulative effect that kicks in when women have greater access to jobs and the economic lives of our countries: Greater political stability, fewer military conflicts, more food, more educational opportunity for children. By harnessing the economic potential of all women, we boost opportunity for all people."

61. What does the author think about women's progress so far?
A) It still leaves much to be desired. B) It is too remarkable to be measured.
C) It has greatly changed women's fate. D) It is achieved through hard struggle.
62. In what countries have women made the greatest progress?
A) Where women hold key posts in government.
B) Where women's rights are protected by law.
C) Where women's participation in management is high.
D) Where women enjoy better education and health care.
63. What do Newsweek rankings reveal about women in Canada?
A) They care little about political participation.
B) They are generally treated as equals by men.
C) They have a surprisingly low social status.
D) They are underrepresented in politics.
64. What does Anne-Marie Goetz think of a woman being in a nation's top office?
A) It does not necessarily raise women's political awareness.
B) It does not guarantee a better life for the nation's women.
C) It enhances women's status. D) It boosts women's confidence.
65. What does Hillary Clinton suggest we do to make the world a better place?
A) Give women more political power. B) Stimulate women's creativity.
C) Allow women access to education. D) Tap women's economic potential.

□□□

Passage One

Questions 56 to 60 are based on the following passage.

Call it the "learning paradox": the more you struggle and even fail while you're trying to learn new information, the better you're likely to recall and

apply that information later.

The learning paradox is at the heart of "productive failure", a phenomenon identified by researcher Manu Kapur. Kapur points out that while the model adopted by many teachers when introducing students to new knowledge - providing lots of structure and guidance early on until the students show that they can do it on their own - makes intuitive sense, it may not be the best way to promote learning. Rather, it's better to let the learners wrestle() with the material on their own for a while, refraining from giving them any assistance at the start. In a paper published recently, Kapur applied the principle of productive failure to mathematical problem solving in three schools.

With one group of students, the teacher provided strong "scaffolding"- instructional support - and feedback. With the teacher's help, these pupils were able to find the answers to their set of problems. Meanwhile, a second group was directed to solve the same problems by collaborating with one another, without any prompts from their instructor. These students weren't able to complete the problems correctly. But in the course of trying to do so, they generated a lot of ideas about the nature of the problems and about what potential solutions would look like. And when the two groups were tested on what they'd learned, the second group "significantly outperformed" the first.

The apparent struggles of the floundering() group have what Kapur calls a "hidden efficacy": they lead people to understand the deep structure of problems, not simply their correct solutions. When these students encounter a new problem of the same type on a test - they're able to transfer the knowledge they've gathered more effectively than those who were the passive recipients of someone else's expertise. In the real world, problems rarely come neatly packaged, so being able to discern their deep structure is key. But, Kapur notes, none of us like to fail, no matter how often Silicon Valley entrepreneurs praise the beneficial effects of an idea that fails or a start-up company that crashes and burns. So we need to "design for productive failure" by building it into the learning process. Kapur has identified three conditions that promote this kind of beneficial struggle. First, choose problems to work on that "challenge but do not frustrate." Second, provide learners with opportunities to explain and elaborate on what they're doing. Third, give learners the chance to compare and contrast good and bad solutions to the problems. And to those students who protest this tough-love teaching style: you'll thank me later.

56. Why does the author call the learning process a paradox?

- A) Pains do not necessarily lead to gains. B) What is learned is rarely applicable in life.
- C) Failure more often than not breeds success. D) The more is taught, the less is learnt.

57. What does Kapur disapprove of in teaching?

- A) Asking students to find and solve problems on their own.

- B) Developing students' ability to apply what they learn.
 - C) Giving students detailed guidance and instruction.
 - D) Allowing students a free hand in problem solving.
58. What do people tend to think of providing strong "scaffolding" in teaching?
- A) It will make teaching easier.
 - B) It is a sensible way of teaching.
 - C) It can motivate average students.
 - D) It will enhance students' confidence.
59. What kind of problem should be given to students to solve according to Kapur?
- A) It should be able to encourage collaborative learning.
 - B) It should be easy enough so as not to frustrate students.
 - C) It should be solvable by average students with ease.
 - D) It should be difficult enough but still within their reach.
60. What can be expected of "this tough-love teaching style" (Line 15. Para. 5)?
- A) Students will be grateful in the long run.
 - B) Teachers will meet with a lot of resistance.
 - C) Parents will think it too harsh on their kids.
 - D) It may not be able to yield the desired results.

Passage Two

Questions 61 to 65 are based on the following passage.

Vernon Bowman, a 75-year-old farmer from rural Indiana, did something that got him sued. He planted soybeans(大豆) sold as cattle feed. But Monsanto, the agricultural giant, insists it has a patent on the kind of genetically modified seeds Bowman used - and that the patent continues to all of the progeny(后代) of those seeds.

Have we really gotten to the point that planting a seed can lead to a high-stakes Supreme Court patent lawsuit? We have, and that case is Bowman vs. Monsanto, which is being argued on Tuesday. Monsanto's critics have attacked the company for its "merciless legal battles against small farmers," and they are hoping this will be the case that puts it in its place. They are also hoping the court's ruling will rein in patent law, which is increasingly being used to claim new life forms as private property.

Monsanto and its supporters, not surprisingly, see the case very differently. They argue that when a company like Monsanto goes to great expense to create a valuable new genetically modified seed, it must be able to protect its property interests. If farmers like Bowman are able to use these seeds without paying the designated fee, it will remove the incentives for companies like Monsanto to innovate.

Monsanto accused Bowman of patent infringement and won an \$ 84,456

damage award. Rather than pay up or work out a settlement, Bowman decided to appeal - all the way to the Supreme Court. He said "Monsanto should not be able, just because they've got billions of dollars to spend on legal fees, to try to terrify farmers into obeying their agreements by massive force and threats."

The central issue in the case is whether patent rights to living things extend to the progeny of those things. Monsanto argues that its patents extend to later generations. But Bowman's supporters argue that Monsanto is trying to expand the scope of patents in ways that would enrich big corporations and hurt small farmers. They say that if Monsanto wins, the impact will extend far beyond agriculture-locking up property rights in an array of important areas. Knowledge Ecology International contends that the Supreme Court's ruling could have "profound effects" on other biotech industries.

If this were a Hollywood movie, the courageous old Indiana farmer would beat the profit-minded corporation before the credits rolled. But this is a real-life argument before a Supreme Court that has a well-earned reputation for looking out for the interests of large corporations. This case gives the court an opportunity to rein in the growing use of patents to protect genetically engineered crops and other life forms - but the court may well use it to give this trend a powerful new endorsement.

61. Why did Vernon Bowman get sued?

- A) He used genetically modified seeds to feed his cattle.
- B) He planted soybeans without paying for the patent.
- C) He made a profit out of Monsanto's commercial secrets.
- D) He obtained Monsanto's patented seeds by illegal means.

62. What are Monsanto's critics hoping the Supreme Court will do?

- A) Allow small farmers to grow genetically modified soybeans.
- B) Punish Monsanto for infringing on small farmers' interests.
- C) Rule against Monsanto's excessive extension of its patent rights.
- D) Abolish the patent law concerning genetically engineered seeds.

63. What is the argument of Monsanto and its supporters?

- A) Patent rights should be protected to encourage innovation.
- B) Bowman cannot plant the seeds without Monsanto's consent.
- C) Monsanto has the right to recover the costs of its patented seeds.
- D) Patent law on genetically modified seeds should not be challenged.

64. What is the key issue in the Bowman vs. Monsanto case?

- A) Whether patent for seeds is harmful to agricultural production.
- B) Whether the biotech industry should take priority over agriculture.
- C) Whether measures should be introduced to protect small farmers.
- D) Whether patent for living things applies to their later generations.

65. What do we learn from the last paragraph?

- A) Hollywood movie usually have an unexpected, dramatic impact on real-life arguments.

- B) The Supreme Court will try to change its reputation for supporting large corporations.
- C) The Supreme Court is likely to persuade the parties concerned to work out a settlement.
- D) The ruling would be in Bowman's favor if the case were argued in a Hollywood movie.

2014 □ 6 □

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Passage One

Questions 56 to 60 are based on the following passage.

Texting has long been bemoaned(□□) as the downfall to the written word, "penmanship for illiterates," as one critic called it, to which the proper response is LOL. Texting properly isn't, writing at all. It's a "spoken" language that is getting richer and more complex by the year.

First, some historical perspective. Writing was only invented 5,500 years ago, whereas language probably traces back at least 80,000 years. Thus talking came first; writing is just a craft that came along later. As such, the first writing was based on the way people talk, with short sentences. However, while talking is largely subconscious and rapid, writing is deliberate and slow. Over time, writers took advantage of this and started crafting long-winded sentences such as this one: "The whole engagement lasted above 12 hours, till the gradual retreat of the Persians was changed into a disorderly flight, of which the shameful example was given by the principal leaders and..."

No one talks like that casually - or should. But it is natural to desire to do so for special occasions. In the old days, we didn't much write like talking because there was no mechanism to reproduce the speed of conversation. But texting and instant messaging do-and a revolution has begun. It involves the crude mechanics of writing, but in its economy, spontaneity and even vulgarity, texting is actually a new kind of talking, with its own kind of grammar and conventions.

Take LOL. It doesn't actually mean "laughing out loud" in a literal sense anymore. LOL has evolved into something much subtler and sophisticated and is used even when nothing is remotely amusing. Jocelyn texts "Where have you been?" and Annabelle texts back "LOL at the library studying for two hours." LOL signals basic empathy(□□) between texters, easing tension and creating a sense of equality. Instead of having a literal meaning, it does something - conveying an attitude - just like the ending conveys past tense rather than "meaning" anything. LOL, of all things, is grammar.

Of course no one thinks about, that consciously. But then most of

communication operates without being noticed. Over time, the meaning of a word or an expression drifts - meat used to mean any kind of food, silly used to mean, believe it or not, blessed.

Civilization, then, is fine - people banging away on their smartphones are fluently using a code separate from the one they use in actual writing, and there is no evidence that texting is ruining composition skills. Worldwide people speak differently from the way they write, and texting - quick, casual and only intended to be read once - is actually a way of talking with your fingers.

56. What do critics say about texting?

- A) It is mainly confined to youngsters. B) It competes with traditional writing.
- C) It will ruin the written language. D) It is often hard to understand.

57. In what way does the author say writing is different from talking?

- A) It is crafted with specific skills. B) It expresses ideas more accurately.
- C) It does not have as long a history. D) It is not as easy to comprehend.

58. Why is LOL much used in texting?

- A) It brings texters closer to each other. B) It shows the texter's sophistication.
- C) It is a trendy way to communicate. D) It adds to the humor of the text.

59. Examples like meat and silly are cited to show _____.

- A) the difference between writing and talking B) how differently words are used in texting
- C) why people use the words the way they do D) the gradual change of word meaning

60. What does the author think of texting?

- A) It facilitates exchange of ideas among people.
- B) It is a new form of verbal communication.
- C) It deteriorates people's composition skills.
- D) It hastens the decline of the written word.

Passage Two

Questions 61 to 65 are based on the following passage.

It's possible to admire Oprah Winfrey and still wish Harvard hadn't awarded her an honorary doctor of law degree and the commencement speaker spot at yesterday's graduation. There's no question Oprah's achievements place her in the temple of American success stories. Talent, charm, and an exceptional work ethic have rarely hurled anyone as far as they have this former abused teenage mother from rural Mississippi who became one of the world's most successful entertainment icons and the first African-American female billionaire.

Honorary degrees are often conferred on non-academic leaders in the

arts, business, and politics. Harvard's list in recent years has included Kofi Annan, Bill Gates, Meryl Streep, and David Souter. But Oprah's particular brand of celebrity is not a good fit for the values of a university whose motto(), Veritas, means truth. Oprah's passionate advocacy extends, unfortunately, to a hearty embrace of fake science. Most notoriously, Oprah's validation of Jenny McCarthy's claim that vaccines cause autism() has no doubt contributed to much harm through the foolish avoidance of vaccines.

Famous people are entitled to a few failings, like the rest of us, and the choice of commencement speakers often reflects a balance of institutional priorities and aspirations. Judging from our conversations with many students, Oprah was a widely popular choice.

But this vote of confidence in Oprah sends a troubling message at precisely the time when American universities need to do more to advance the cause of reason. As former Dean of Harvard College, Harry Lewis, noted in a blog post about his objections, "It seems very odd for Harvard to honor such a high profile popularizer of the irrational...at a time when political and religious nonsense so jeopardize the rule of reason in this allegedly enlightened democracy and around the world."

As America's oldest and most visible university, Harvard has a special opportunity to convey its respect for science not only through its research and teaching programs but also in its public affirmation of evidence-based inquiry.

Unfortunately, many American universities seem awfully busy protecting their brand name and not nearly busy enough protecting the pursuit of knowledge. A recent article in The Harvard Crimson noted the shocking growth of Harvard's public relations arm in the last five years and it questioned whether a focus on risk management and avoiding controversy was really the best outward-looking face of this great institution.

As American research universities begin to resemble profit centers and entertainment complexes, it's easy to lose sight of their primary mission: to produce and spread knowledge. This mission depends on traditions of rational discourse and vigorous defense of the scientific method. Oprah Winfrey's honorary doctorate was a step in the wrong direction.

61. What do we learn about Oprah Winfrey from the passage?

- A) She was a distinguished graduate of Harvard School of Law.
- B) She worked her way to success in the entertainment industry.
- C) She used to abuse her children when she was a young mother.
- D) She achieved her fame through persistent advocacy of fake science.

62. Why does the author deem it inappropriate for Harvard to confer an honorary degree on Oprah Winfrey?

- A) She did not specialize in the study of law.
- B) She was known as a supporter of fake science.
- C) She was an icon of the entertainment industry.
- D) She had not distinguished herself academically.

63. How did Harry Lewis react to Harvard's decision in his blog post?

- A) He was strongly against it. B) He considered it unpopular.
C) He thought it would help enhance Harvard's reputation.
D) He thought it represented the will of the Harvard community.
64. What is the author's regret about many American universities?
A) They show inadequate respect for evidence-based inquiry.
B) They fall short of expectations in teaching and research.
C) They attach too much importance to public relations.
D) They are tolerant of political and religious nonsense.
65. What does the author think a prestigious university like Harvard should focus on?
A) Cultivation of student creativity. B) Defense of the scientific method.
C) Liberation of the human mind. D) Pursuit of knowledge and truth.

□□□

Passage One

Questions 56 to 60 are based on the following passage.

Technology can make us smarter or stupider, and we need to develop a set of principles to guide our everyday behavior and make sure that tech is improving and not hindering our mental processes. One of the big questions being debated today is: What kind of information do we need to have stored in our heads, and what kind can we leave "in the cloud," to be accessed as necessary?

An increasingly powerful group within education are championing "digital literacy". In their view, skills beat knowledge, developing "digital literacy" is more important than learning mere content, and all facts are now Google-able and therefore unworthy of committing to memory. But even the most sophisticated digital literacy skills won't help students and workers navigate the world if they don't have a broad base of knowledge about how the world actually operates. If you focus on the delivery mechanism and not the content, you're doing kids a disservice.

Indeed, evidence from cognitive science challenges the notion that skills can exist independent of factual knowledge. Data from the last thirty years leads to a conclusion that is not scientifically challengeable: thinking well requires knowing facts, and that's true not only because you need something to think about. The very processes that teachers care about most - critical thinking processes - are intimately intertwined(□□) with factual knowledge that is stored in long-term memory.

In other words, just because you can Google the date of Black Tuesday doesn't mean you understand why the Great Depression happened or how it compares to our recent economic slump. There is no doubt that the students of today, and the workers of tomorrow, will need to innovate, collaborate and evaluate. But such skills can't be separated from the knowledge that gives rise to them. To innovate, you have to know what came before. To collaborate, you have to contribute knowledge to the joint venture. And to evaluate, you have to compare new information against knowledge you've already mastered.

So here's a principle for thinking in a digital world, in two parts. First, acquire a base of factual knowledge in any domain in which you want to perform well. This base supplies the essential foundation for building skills, and it can't be outsourced(□□) to a search engine.

Second, take advantage of computers' invariable memory, but also the brain's elaborative memory. Computers are great when you want to store information that shouldn't change. But brains are the superior choice when you want information to change, in interesting and useful ways: to connect up with other facts and ideas, to acquire successive layers of meaning, to steep for a while in your accumulated knowledge and experience and so produce a richer mental brew.

56. What is the author's concern about the use of technology?

- A) It may leave knowledge in the cloud.
- B) It may misguide our everyday behavior.
- C) It may cause a divide in the circles of education.
- D) It may hinder the development of thinking skills.

57. What is the view of educators who advocate digital literacy?

- A) It helps kids to navigate the virtual world at will.
- B) It helps kids to broaden their scope of knowledge.
- C) It increases kids' efficiency of acquiring knowledge.
- D) It liberates kids from the burden of memorizing facts.

58. What does evidence from cognitive science show?

- A) Knowledge is better kept in long-term memory.
- B) Critical thinking is based on factual knowledge.
- C) Study skills are essential to knowledge acquisition.
- D) Critical thinking means challenging existing facts.

59. What does the author think is key to making evaluations?

- A) Gathering enough evidence before drawing conclusions.
- B) Mastering the basic rules and principles for evaluation.
- C) Connecting new information with one's accumulated knowledge.
- D) Understanding both what has happened and why it has happened.

60. What is the author's purpose in writing the passage?

- A) To warn against learning through memorizing facts.
- B) To promote educational reform in the information age.
- C) To explain human brains' function in storing information.

D) To challenge the prevailing overemphasis on digital literacy.

Passage Two

Questions 61 to 65 are based on the following passage.

America's recent history has been a persistent tilt to the West - of people, ideas, commerce and even political power. California and Texas are the twin poles of the West, but very different ones. For most of the 20th century the home of Silicon Valley and Hollywood has been the brainier and trendier of the two. Texas has trailed behind: its stereotype has been a conservative Christian in cowboy boots. But twins can change places. Is that happening now?

It is easy to find evidence that California is in a panic. At the start of this month the once golden state started paying creditors in IOUs(□□). The gap between projected outgoings and income for the current fiscal(□□□) year has leapt to a horrible \$26 billion. With no sign of a new budget to close this gulf, one credit agency has already downgraded California's debt. As budgets are cut, universities will let in fewer students, prisoners will be released early and schemes to protect the vulnerable will be rolled back.

By contrast, Texas has coped well with the recession, with an unemployment rate two points below the national average and one of the lowest rates of housing repossession, in part this is because Texan banks, hard hit in the last property bust, did not overexpand this time. Texas also clearly offers a different model, based on small government. It has no state capital - gains or income tax, and a business-friendly and immigrant-tolerant attitude. It is home to more Fortune 500 companies than any other state.

Despite all tins, it still seems too early to hand over America's future to Texas. To begin with, that lean Texan model has its own problems. It has not invested enough in education. and many experts rightly worry about a "lost generation" of mostly Hispanic Texans with insufficient skills for the demands of the knowledge economy.

Second, it has never paid to bet against a state with as many inventive people as California. Even if Hollywood has gone into depression, it still boasts an unequalled array of sunrise industries and the most brisk venture-capital industry on the planet. The state also has an awesome ability to reinvent itself - as it did when its defence industry collapsed at the end of the cold war.

The truth is that both states could learn from each other. Texas still lacks California's great universities and lags in terms of culture. California could adopt not just Texas's leaner state, but also its more bipartisan(□□□) approach to politics. There is no perfect model of government: it is America's genius to have 50 public-policy laboratories competing to find out what works best.

61. What does the author say about California and Texas in Paragraph 1?

- A) They have been competing for the leading position.
 - B) California has been superior to Texas in many ways.
 - C) They are both models of development for other states.
 - D) Texas's cowboy culture is less known than California's.
62. What does the author say about today's California?
- A) Its debts are pushing it into bankruptcy. B) Its budgets have been cut by \$26 billion.
 - C) It is faced with a serious financial crisis. D) It is trying hard to protect the vulnerable.
63. In what way is Texas different from California?
- A) It practices small government. B) It is home to traditional industries.
 - C) It has a large Hispanic population. D) It has an enviable welfare system.
64. What problem is Texas confronted with?
- A) Its Hispanic population is mostly illiterate. B) Its sunrise industries are shrinking rapidly.
 - C) Its education cannot meet the needs of the knowledge economy.
 - D) Its immigrants have a hard time adapting to its cowboy culture.
65. What do we learn about American politics from the passage?
- A) Each state has its own way of governing.
 - B) Most states favor a bipartisan approach.
 - C) Parties collaborate in drawing public policies.
 - D) All states believe in government, for the people.

□□□

Passage One

Questions 56 to 60 are based on the following passage.

"Deep reading" - as opposed to the often superficial reading we do on the Web - is an endangered practice, one we ought to take steps to preserve as we would a historic building or a significant work of art. Its disappearance would jeopardize the intellectual and emotional development of generations growing up online, as well as the preservation of a critical part of our culture; the novels, poems and other kinds of literature that can be appreciated only by readers whose brains, quite literally, have been trained to understand them.

Recent research in cognitive science and psychology has demonstrated that deep reading - slow, immersive, rich in sensory detail and emotional and moral complexity - is a distinctive experience, different in kind from the mere

decoding of words. Although deep reading does not, strictly speaking, require a conventional book, the built-in limits of the printed page are uniquely helpful to the deep reading experience. A book's lack of hyperlinks(□□□), for example, frees the reader from making decisions. Should I click on this link or not? - allowing her to remain fully immersed in the narrative.

That immersion is supported by the way the brain handles language rich in detail, indirect reference and figures of speech; by creating a mental representation that draws on the same brain regions that would be active if the scene were unfolding in real life. The emotional situations and moral dilemmas that are the stuff of literature are also vigorous exercise for the brain, propelling us inside the heads of fictional characters and even, studies suggest, increasing our real-life capacity for empathy(□□).

None of this is likely to happen when we're browsing through a website. Although we call the activity by the same name, the deep reading of books and the information-driven reading we do on the Web are very different, both in the experience they produce and in the capacities they develop. A growing body of evidence suggests that online reading may be less engaging and less satisfying, even for the "digital natives" to whom it is so familiar. Last month, for example, Britain's National Literacy Trust released the results of a study of 34,910 young people aged 8 to 16. Researchers reported that 39% of children and teens read daily using electronic devices, but only 28% read printed materials every day. Those who read only onscreen were three times less likely to say they enjoy reading very much and a third less likely to have a favorite book. The study also found that young people who read daily only onscreen were nearly two times less likely to be above-average readers than those who read daily in print or both in print and onscreen.

56. What does the author say about "deep reading"?

- A) It serves as a complement to online reading.
- B) It should be preserved before it is too late.
- C) It is mainly suitable for reading literature.
- D) It is an indispensable part of education.

57. Why does the author advocate the reading of literature?

- A) It helps promote readers' intellectual and emotional growth.
- B) It enables readers to appreciate the complexity of language.
- C) It helps readers build up immersive reading habits.
- D) It is quickly becoming an endangered practice.

58. In what way does printed-page reading differ from online reading?

- A) It ensures the reader's cognitive growth.
- B) It enables the reader to be fully engaged.
- C) It activates a different region of the brain.
- D) It helps the reader learn rhetorical devices.

59. What do the studies show about online reading?

- A) It gradually impairs one's eyesight.
- B) It keeps arousing readers' curiosity.
- C) It provides up-to-date information.
- D) It renders reading less enjoyable.

60. What do we learn from the study released by Britain's National Literacy Trust?

- A) Onscreen readers may be less competent readers.
- B) Those who do reading in print are less informed.
- C) Young people find reading onscreen more enjoyable.
- D) It is now easier to find a favorite book online to read.

Passage Two

Questions 61 to 65 are based on the following passage.

Many current discussions of immigration issues talk about immigrants in general, as if they were abstract people in an abstract world. But the concrete differences between immigrants from different countries affect whether their coming here is good or bad for the American people.

The very thought of formulating immigration laws from the standpoint of what is best for the American people seems to have been forgotten by many who focus on how to solve the problems of illegal immigration.

It is hard to look for "the ideal outcome" on immigration in the abstract. Economics professor Milton Friedman once said, "The best is the enemy of the good," which to me meant that attempts to achieve an unattainable ideal can prevent us from reaching good outcomes that are possible in practice.

Too much of our current immigration controversy is conducted in terms of abstract ideals, such as "We are a nation of immigrants." Of course we are a nation of immigrants. But we are also a nation of people who wear shoes. Does it follow that we should admit anybody who wears shoes?

The immigrants of today are very different from those who arrived here a hundred years ago. Moreover, the society in which they arrive is different. To me, it is better to build a wall around the welfare state than the country.

But the welfare state is already here - and, far from having a wall built around it, the welfare state is expanding in all directions. We do not have a choice between the welfare state and open borders. Anything we try to do as regards immigration laws has to be done in the context of a huge welfare state that is already a major, inescapable fact of life.

Among other facts of life utterly ignored by many advocates of de facto amnesty(事实上的宽恕) is that the free international movement of people is different from free international trade in goods. Buying cars or cameras from other countries is not the same as admitting people from those countries or any other countries. Unlike inanimate objects, people have cultures and not all cultures are compatible with the culture in this country that has produced such benefits for the American people for so long.

Not only the United States, but the Western world in general, has been

discovering the hard way that admitting people with incompatible cultures is an irreversible decision with incalculable consequences. If we do not see that after recent terrorist attacks on the streets of Boston and London, when will we see it?

"Comprehensive immigration reform" means doing everything all together in a rush, without time to look before we leap, and basing ourselves on abstract notions about abstract people.

61. What does the author say about immigrants in America?

- A) They all hope to gain citizenship and enjoy the welfare.
- B) They come to America with different dreams and purposes.
- C) Their background may determine whether they benefit the American people.
- D) Their cultures affect the extent to which they will achieve success in America.

62. What does the author try to say by citing Milton Friedman's remark?

- A) It is hardly practical to find an ideal solution to America's immigration problem.
- B) Ideal outcomes could be produced only by comprehensive immigration reform.
- C) As for immigration, good results cannot be achieved without good intentions.
- D) The proper solution of immigration issues is an ideal of the American public.

63. What is the author's view regarding America's immigration policy?

- A) America should open its borders to immigrants from different countries.
- B) Immigrants have contributed greatly to the welfare of American people.
- C) Unrestricted immigration will undermine the American welfare state.
- D) There is no point building a wall around the American welfare state.

64. What is the author's purpose in citing the recent terrorist attacks on the streets of Boston and London?

- A) To show that America should join hands with Europe in fighting terrorists.
- B) To prove that it is high time America made comprehensive immigration reforms.
- C) To prove that terrorism is the most dangerous threat to America and the world in general.
- D) To show that immigrants' cultural incompatibility with the host country has consequences.

65. What is the author's attitude towards "comprehensive immigration reform"?

- A) Supportive. B) Negative. C) Wait-and-see. D) Indifferent.

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Passage One

Questions 56 to 60 are based on the following passage.

Nothing succeeds in business books like the study of success. The current business-book boom was launched in 1982 by Tom Peters and Robert Waterman with *In Search of Excellence*. The trend has continued with a succession of experts and would-be experts who promise to distil the essence of excellence into three (or five or seven) simple rules.

The *Three Rules* is a self-conscious contribution to this type of writing; it even includes a bibliography of "success studies". Michael Raynor and Mumtaz Ahmed work for a consultancy, Deloitte, that is determined to turn itself into more of a thought-leader and less a corporate repairman. They employ all the tricks of the success books. They insist that their conclusions are "measurable and actionable" - guides to behaviour rather than analysis for its own sake. Success authors usually serve up vivid stories about how exceptional businesspeople stamped their personalities on a company or rescued it from a life-threatening crisis. Messrs Raynor and Ahmed are happier chewing the numbers: they provide detailed appendices on "calculating the elements of advantage" and "detailed analysis".

The authors spent five years studying the behaviour of their 344 "exceptional companies", only to come up at first with nothing. Every hunch(□ □) led to a blind alley and every hypothesis to a dead end. It was only when they shifted their attention from how companies behave to how they think that they began to make sense of their voluminous material.

Management is all about making difficult tradeoffs in conditions that are always uncertain and often fast-changing. But exceptional companies approach these tradeoffs with two simple rules in mind, sometimes consciously, sometimes unconsciously. First: better before cheaper. Companies are more likely to succeed in the long run if they compete on quality or performance than on price. Second: revenue before cost. Companies have more to gain in the long run from driving up revenue than by driving down costs.

Most success studies suffer from two faults. There is "the halo(光环) effect", whereby good performance leads commentators to attribute all manner of virtues to anything and everything the company does. These virtues then suddenly become vices when the company falters. Messrs Raynor and Ahmed work hard to avoid these mistakes by studying large bodies of data over several decades. But they end up embracing a different error: stating the obvious. Most businesspeople will not be surprised to learn that it is better to find a profitable niche(利基) and focus on boosting your revenues than to compete on price and cut your way to success. The difficult question is how to find that profitable niche and protect it. There, The Three Rules is less useful.

56. What kind of business books are most likely to sell well?

- A) Books on excellence. B) Guides to management.
- C) Books on business rules. D) Analyses of market trends.

57. What does the author imply about books on success so far?

- A) They help businessmen one way or another.
- B) They are written by well-recognised experts.
- C) They more or less fall into the same stereotype.
- D) They are based on analyses of corporate leaders.

58. How does The Three Rules differ from other success books according to the passage?

- A) It focuses on the behavior of exceptional businessmen.
- B) It bases its detailed analysis on large amounts of data.
- C) It offers practicable advice to businessmen.
- D) It draws conclusions from vivid examples.

59. What does the passage say contributes to the success of exceptional companies?

- A) Focus on quality and revenue. B) Management and sales promotion.
- C) Lower production costs and competitive prices.
- D) Emphasis on after-sale service and maintenance.

60. What is the author's comment on The Three Rules?

- A) It can help to locate profitable niches. B) It has little to offer to businesspeople.
- C) It is noted for its detailed data analysis. D) It fails to identify the keys to success.

Passage Two

Questions 61 to 65 are based on the following passage.

Until recently, the University of Kent prided itself on its friendly image. Not any more. Over the past few months it has been working hard, with the help of media consultants, to play down its cosy reputation in favour of something

more academic and serious.

Kent is not alone in considering an image revamp(). Changes to next year's funding regime are forcing universities to justify charging students up to £9,000 in fees.

Nowadays universities are putting much more of a focus on their brands and what their value propositions are. While in the past universities have often focused on student social life and attractions of the university town in recruitment campaigns, they are now concentrating on more tangible() attractions, such as employment prospects, engagement with industry, and lecturer contact hours, making clear exactly what students are going to get for their money.

The problem for universities is that if those benefits fail to materialise, students notice. That worries Rob Behrens, who deals with student complaints. "Universities need to be extremely careful in describing what's going to happen to students," he says. "As competition is going to get greater for attracting gifted students, there is a danger that universities will go the extra mile."

One university told prospective engineering students they would be able to design a car and race it at Brands Hatch, which never happened, he says. Others have promised use of sophisticated equipment that turned out to be broken or unavailable. "If universities spent as much money on handling complaints and appeals appropriately as they spend on marketing, they would do better at keeping students, and in the National Student Survey returns," he says.

Ongoing research tracking prospective 2012 students suggests that they are not only becoming more sophisticated in thinking about what they want from a university, but are also spending more time researching evidence to back up institutional claims.

Hence the growing importance of the student survey. From next September, all institutions will also be expected to publish on their websites key information sets, allowing easier comparison between institutions, between promises and reality, and the types of jobs and salaries graduates go on to.

As a result, it is hardly surprising that universities are beginning to change the way they market themselves. While the best form of marketing for institutions is to be good at what they do, they also need to be clear about how they are different from others.

And it is vital that once an institution claims to be particularly good at something, it must live up to it. The moment you position yourself, you become exposed, and if you fail in that you are in trouble.

61. What was the University of Kent famous for?

- A) Its comfortable campus life. B) Its up-to-date course offerings.
- C) Its distinguished teaching staff. D) Its diverse academic programmes.

62. What are universities trying to do to attract students?

- A) Improve their learning environment. B) Offer more scholarships to the gifted.
 C) Upgrade their campus facilities. D) Present a better academic image.
63. What does Rod Behrens suggest universities do in marketing themselves?
 A) Publicise the achievements of their graduates.
 B) Go to extra lengths cater to students' needs.
 C) Refrain from making promises they cannot honour.
 D) Survey the expectations of their prospective students.
64. What is students' chief consideration in choosing a university?
 A) Whether it promises the best job prospects.
 B) Whether it is able to deliver what they want.
 C) Whether it ranks high among similar institutions.
 D) Whether it offers opportunities for practical training.
65. What must universities show to win recruitment campaigns?
 A) They are positioned to meet the future needs of society.
 B) They are responsible to students for their growth.
 C) They are ever ready to improve themselves. D) They are unique one way or another.

□□□

Passage One

Questions 56 to 60 are based on the following passage.

It is easy to miss amid the day-to-day headlines of global economic recession, but there is a less conspicuous kind of social upheaval() underway that is fast altering both the face of the planet and the way human beings live. That change is the rapid acceleration of urbanization. In 2008, for the first time in human history, more than half the world's population was living in towns and cities. And as a recently published paper shows, the process of urbanization will only accelerate in the decades to come - with an enormous impact on biodiversity and potentially on climate change.

As Karen Seto, the lead author of the paper, points out, that the wave of urbanization isn't just about the migration of people into urban environments, but about the environments themselves becoming bigger to accommodate all those people. The rapid expansion of urban areas will have a huge impact on biodiversity hotspots and on carbon emissions in those urban areas.

Humans are the ultimate invasive species - when they move into new territory, they often displace the wildlife that was already living there. And as

land is cleared for those new cities - especially in the dense tropical forests - carbon will be released into the atmosphere as well. It's true that as people in developing nations move from the countryside to the city, the shift may reduce the pressure on land, which could in turn be good for the environment. This is especially so in desperately poor countries, where residents in the countryside slash and burn forests each growing season to clear space for farming. But the real difference is that in developing nations, the move from rural areas to cities often leads to an accompanying increase in income - and that increase leads to an increase in the consumption of food and energy, which in turns causes a rise in carbon emissions. Getting enough to eat and enjoying the safety and comfort of living fully on the grid is certainly a good thing - but it does carry an environmental price.

The urbanization wave can't be stopped - and it shouldn't be. But Seto's paper does underscore the importance of managing that transition. If we do it the right way, we can reduce urbanization's impact on the environment. "There's an enormous opportunity here, and a lot of pressure and responsibility to think about how we urbanize," says Seto. "One thing that's clear is that we can't build cities the way we have over the last couple of hundred years. The scale of this transition won't allow that." We're headed towards an urban planet no matter what, but whether it becomes heaven or hell is up to us.

56. What issue does the author try to draw people's attention to?

- A) The shrinking biodiversity worldwide. B) The rapid increase of world population.
- C) The ongoing global economic recession. D) The impact of accelerating urbanization.

57. In what sense are humans the ultimate invasive species?

- A) They are much greedier than other species.
- B) They are a unique species born to conquer.
- C) They force other species out of their territories.
- D) They have an urge to expand their living space.

58. In what way is urbanization in poor countries good for the environment?

- A) More land will be preserved for wildlife. B) The pressure on farmland will be lessened.
- C) Carbon emissions will be considerably reduced.
- D) Natural resources will be used more effectively.

59. What does the author say about living comfortably in the city?

- A) It incurs a high environmental price.
- B) It brings poverty and insecurity to an end.
- C) It causes a big change in people's lifestyle.
- D) It narrows the gap between city and country.

60. What can be done to minimize the negative impact of urbanization according to Seto?

- A) Slowing down the speed of transition. B) Innovative use of advanced

technology.

C) Appropriate management of the process. D) Enhancing people's sense of responsibility.

Passage Two

Questions 61 to 65 are based on the following passage.

When Harvard student Mark Zuckerberg launched the facebook.com in Feb. 2004, even he could not imagine the forces it would let loose. His intent was to connect college students. Facebook, which is what this Web site rapidly evolved into, ended up connecting the world.

To the children of this connected era, the world is one giant social network. They are not bound - as were previous generations of humans - by what they were taught. They are only limited by their curiosity and ambition. During my childhood, all knowledge was local. You learned everything you knew from your parents, teachers, preachers, and friends.

With the high-quality and timely information at their fingertips, today's children are rising above the fears and biases of their parents. Adults are also participating in this revolution. India's normally tame middle class is speaking up against social ills. Silicon Valley executives are being shamed into adding women to their boards. Political leaders are marshalling the energy of millions for elections and political causes. All of this is being done with social media technologies that Facebook and its competitors set free.

As does every advancing technology, social media has created many new problems. It is commonly? addictive and creates risks for younger users. Social media is used by extremists in the Middle East and elsewhere to seek and brainwash recruits. And it exposes us and our friends to disagreeable spying. We may leave our lights on in the house when we are on vacation, but through social media we tell criminals exactly where we are, when we plan to return home, and how to blackmail(□□) us.

Governments don't need informers any more. Social media allows government agencies to spy on their own citizens. We record our thoughts, emotions, likes and dislikes on Facebook; we share our political views, social preferences, and plans. We post intimate photographs of ourselves. No spy agency or criminal organization could actively gather the type of data that we voluntarily post for them.

The marketers are also seeing big opportunities. Amazon is trying to predict what we will order. Google is trying to judge our needs and wants based on our social-media profiles. We need to be aware of the risks and keep working to alleviate the dangers.

Regardless of what social media people use, one thing is certain: we are in

a period of accelerating change. The next decade will be even more amazing and unpredictable than the last. Just as no one could predict what would happen with social media in the last decade, no one can accurately predict where this technology will take us. I am optimistic, however, that a connected humanity will find a way to uplift itself.

61. What was the purpose of Facebook when it was first created?

- A) To help students connect with the outside world.
- B) To bring university students into closer contact.
- C) To help students learn to live in a connected era.
- D) To combine the world into an integral whole.

62. What difference does social media make to learning?

- A) Local knowledge and global knowledge will merge.
- B) Students will become more curious and ambitious.
- C) People are able to learn wherever they travel.
- D) Sources of information are greatly expanded.

63. What is the author's greatest concern with social media technology?

- A) Individual and organizations may use it for evil purposes.
- B) Government will find it hard to protect classified information.
- C) People may disclose their friends' information unintentionally.
- D) People's attention will be easily distracted from their work in hand.

64. What do businesses use social media for?

- A) Creating a good corporate image.
- B) Conducting large-scale market surveys.
- C) Anticipating the needs of customs.
- D) Minimizing possible risks and dangers.

65. What does the author think of social media as a whole?

- A) It will enable human society to advance at a faster pace.
- B) It will pose a grave threat to our traditional ways of life.
- C) It is bound to bring about another information revolution.
- D) It breaks down the final barriers in human communication.

□□□

Passage One

Questions 56 to 60 are based on the following passage.

International governments, inaction concerning sustainable development is clearly worrying but the proactive(□□□□□) approaches of some leading-edge companies are encouraging. Toyota, Wal-Mart, DuPont, M&S and General

Electric have made tackling environmental wastes a key economic driver.

DuPont committed itself to a 65% reduction in greenhouse gas emissions in the 10 years prior to 2010. By 2007, DuPont was saving \$2.2 billion a year through energy efficiency, the same as its total declared profits that year. General Electric aims to reduce the energy intensity of its operation by 50% by 2015. They have invested heavily in projects designed to change the way of using and conserving energy.

Companies like Toyota and Wal-Mart are not committing to environmental goals out of the goodness of their hearts. The reason for their actions is a simple yet powerful realisation that the environmental and economic footprints fit well together. When M&S launched its "Plan A" sustainability programme in 2007, it was believed that it would cost over £200 million in the first five years. However, the initiative had generated £105 million by 2011/12.

When we prevent physical waste, increase energy efficiency or improve resource productivity, we save money, improve profitability and enhance competitiveness. In fact, there are often huge "quick win" opportunities, thanks to years of neglect.

However, there is a considerable gap between leading-edge companies and the rest of the pack. There are far too many companies still delaying creating a lean and green business system, arguing that it will cost money or require sizable capital investments. They remain stuck in the "environment is cost" mentality. Being environmentally friendly does not have to cost money. In fact, going beyond compliance saves cost at the same time that it generates cash, provided that management adopts the new lean and green model.

Lean means doing more with less. Nonetheless, in most companies, economic and environmental continuous improvement is viewed as being in conflict with each other. This is one of the biggest opportunities missed across most industries. The size of the opportunity is enormous. The 3% Report recently published by World Wildlife Fund and CDP shows that the economic prize for curbing carbon emissions in the US economy is \$780 billion between now and 2020. It suggests that one of the biggest levers for delivering this opportunity is "increased efficiency through management and behavioural change" - in other words, lean and green management.

Some 50 studies show that companies that commit to such aspirational goals as zero waste, zero harmful emissions, and zero use of non-renewable resources are financially outperforming their competitors. Conversely, it was found that climate disruption is already costing \$1.2 trillion annually, cutting global GDP by 1.6%. Unaddressed, this will double by 2030.

56. What does the author say about some leading-edge companies?

- A) They operate in accordance with government policies.
- B) They take initiatives in handling environmental wastes.
- C) They are key drivers in their nations' economic growth.

- D) They are major contributors to environmental problems.
57. What motivates Toyota and Wal-Mart to make commitments to environmental protection?
- A) The goodness of their hearts. B) A strong sense of responsibility.
C) The desire to generate profits. D) Pressure from environmentalists.
58. Why are so many companies reluctant to create an environment-friendly business system?
- A) They are bent on making quick money.
B) They do not have the capital for the investment.
C) They believe building such a system is too costly.
D) They lack the incentive to change business practices.
59. What is said about the lean and green model of business?
- A) It helps businesses to save and gain at the same time.
B) It is affordable only for a few leading-edge companies.
C) It is likely to start a new round of intense competition.
D) It will take a long time for all companies to embrace it.
60. What is the finding of the studies about companies committed to environmental goals?
- A) They have greatly enhanced their sense of social responsibility.
B) They do much better than their counterparts in terms of revenues.
C) They have abandoned all the outdated equipment and technology.
D) They make greater contributions to human progress than their rivals.

Passage Two

Questions 61 to 65 are based on the following passage.

If you asked me to describe the rising philosophy of the day, I'd say it is data-ism. We now have the ability to gather huge amounts of data. This ability seems to carry with it certain cultural assumptions - that everything that can be measured should be measured; that data is a transparent and reliable lens that allows us to filter out emotionalism and ideology; that data will help us do remarkable things - like foretell the future.

Over the next year, I'm hoping to get a better grip on some of the questions raised by the data revolution: In what situations should we rely on intuitive pattern recognition and in which situations should we ignore intuition and follow the data? What kinds of events are predictable using statistical analysis and what sorts of events are not?

I confess I enter this in a skeptical frame of mind, believing that we tend to get carried away in our desire to reduce everything to the quantifiable. But at the outset let me celebrate two things data do really well.

First, it's really good at exposing when our intuitive view of reality is

wrong. For example, nearly every person who runs for political office has an intuitive sense that they can powerfully influence their odds of winning the election if they can just raise and spend more money. But this is largely wrong.

After the 2006 election, Sean Trende constructed a graph comparing the incumbent(□□□□) campaign spending advantages with their eventual margins of victory. There was barely any relationship between more spending and a bigger victory.

Likewise, many teachers have an intuitive sense that different students have different learning styles: some are verbal and some visual; some are linear, some are holistic(□□□). Teachers imagine they will improve outcomes if they tailor their presentations to each student. But there's no evidence to support this either.

Second, data can illuminate patterns of behavior we haven't yet noticed. For example, I've always assumed people who frequently use words like "I," "me," and "mine" are probably more self-centered than people who don't. But as James Pennebaker of the University of Texas notes in his book, *The Secret Life of Pronouns*, when people are feeling confident, they are focused on the task at hand, not on themselves. High-status, confident people use fewer "I" words, not more.

Our brains often don't notice subtle verbal patterns, but Pennebaker's computers can. Younger writers use more negative and past-tense words than older writers who use more positive and future-tense words. In sum, the data revolution is giving us wonderful ways to understand the present and the past. Will it transform our ability to predict and make decisions about the future? We'll see.

61. What do data-ists assume they can do?

- A) Transform people's cultural identity.
- B) Change the way future events unfold.
- C) Get a firm grip on the most important issues.
- D) Eliminate emotional and ideological bias.

62. What do people running for political office think they can do?

- A) Use data analysis to predict the election result.
- B) Win the election if they can raise enough funds.
- C) Manipulate public opinion with favorable data.
- D) Increase the chances of winning by foul means.

63. Why do many teachers favor the idea of tailoring their presentations to different students?

- A) They think students prefer flexible teaching methods.
- B) They will be able to try different approaches.
- C) They believe students' learning styles vary.
- D) They can accommodate students with special needs.

64. What does James Pennebaker reveal in *The Secret Life of Pronouns*?

- A) The importance of using pronouns properly.

- B) Repeated use of first-person pronouns by self-centered people.
- C) Frequent use of pronouns and future tense by young people.
- D) A pattern in confident people's use of pronouns.

65. Why is the author skeptical of the data revolution?

- A) Data may not be easily accessible. B) Errors may occur with large data samples.
- C) Data cannot always do what we imagine it can.
- D) Some data may turn out to be outdated.

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Passage One

Questions 56 to 60 are based on the following passage.

I'll admit I've never quite understood the obsession(□□□□□□) surrounding genetically modified (GM) crops. To environmentalist opponents, GM foods are simply evil, an understudied, possibly harmful tool used by big agricultural businesses to control global seed markets and crush local farmers. They argue that GM foods have never delivered on their supposed promise, that money spent on GM crops would be better channeled to organic farming and that consumers should be protected with warning labels on any products that contain genetically modified ingredients. To supporters, GM crops are a key part of the effort to sustainably provide food to meet a growing global population. But more than that, supporters see the GM opposition of many environmentalists as fundamentally anti-science, no different than those who question the basics of man-made climate change.

For both sides, GM foods seem to act as a symbol: you're pro-agricultural business or anti-science. But science is exactly what we need more of when it comes to GM foods, which is why I was happy to see Nature devote a special series of articles to the GM food controversy. The conclusion: while GM crops haven't yet realized their initial promise and have been dominated by agricultural businesses, there is reason to continue to use and develop them to help meet the enormous challenge of sustainably feeding a growing planet.

That doesn't mean GM crops are perfect, or a one-size-fits-all solution to global agriculture problems. But anything that can increase farming efficiency - the amount of crops we can produce per acre of land - will be extremely useful. GM crops can and almost certainly will be part of that suite of tools, but so will traditional plant breeding, improved soil and crop management - and perhaps most important of all, better storage and transport infrastructure(□□□□), especially in the developing world. (It doesn't do much good for farmers in places like sub-Saharan Africa to produce more food if they can't get it to hungry consumers.) I'd like to see more non-industry research done on GM crops - not just because we'd worry less about bias, but

also because seed companies like Monsanto and Pioneer shouldn't be the only entities working to harness genetic modification. I'd like to see GM research on less commercial crops, like corn.

I don't think it's vital to label GM ingredients in food, but I also wouldn't be against it -and industry would be smart to go along with labeling, just as a way of removing fears about the technology.

Most of all, though, I wish a tenth of the energy that's spent endlessly debating GM crops was focused on those more pressing challenges for global agriculture. There are much bigger battles to fight.

56. How do environmentalist opponents view GM foods according to the passage?

- A) They will eventually ruin agriculture and the environment.
- B) They are used by big businesses to monopolize agriculture.
- C) They have proved potentially harmful to consumers' health.
- D) They pose a tremendous threat to current farming practice.

57. What does the author say is vital to solving the controversy between the two sides of the debate?

- A) Breaking the GM food monopoly. B) More friendly exchange of ideas.
- C) Regulating GM food production. D) More scientific research on GM crops.

58. What is the main point of the Nature articles?

- A) Feeding the growing population makes it imperative to develop GM crops.
- B) Popularizing GM technology will help it to live up to its initial promises.
- C) Measures should be taken to ensure the safety of GM foods.
- D) Both supporters and opponents should make compromises.

59. What is the author's view on the solution to agricultural problems?

- A) It has to depend more and more on GM technology.
- B) It is vital to the sustainable development of human society.
- C) GM crops should be allowed until better alternatives are found.
- D) Whatever is useful to boost farming efficiency should be encouraged.

60. What does the author think of the ongoing debate around GM crops?

- A) It arises out of ignorance of and prejudice against new science.
- B) It distracts the public attention from other key issues of the world.
- C) Efforts spent on it should be turned to more urgent issues of agriculture.
- D) Neither side is likely to give in until more convincing evidence is found.

Passage Two

Questions 61 to 65 are based on the following passage.

When the right person is holding the right job at the right moment, that person's influence is greatly expanded. That is the position in which Janet Yellen, who is expected to be confirmed as the next chair of the Federal

Reserve Bank (Fed) in January, now finds herself. If you believe, as many do, that unemployment is the major economic and social concern of our day, then it is no stretch to think Yellen is the most powerful person in the world right now.

Throughout the 2008 financial crisis and the recession and recovery that followed, central banks have taken on the role of stimulators of last resort, holding up the global economy with vast amounts of money in the form of asset buying. Yellen, previously a Fed vice chair, was one of the principal architects of the Fed's \$3.8 trillion money dump. A star economist known for her groundbreaking work on labor markets, Yellen was a kind of prophetess early on in the crisis for her warnings about the subprime(□□□) meltdown. Now it will be her job to get the Fed and the markets out of the biggest and most unconventional monetary program in history without derailing the fragile recovery.

The good news is that Yellen, 67, is particularly well suited to meet these challenges. She has a keen understanding of financial markets, an appreciation for their imperfections and a strong belief that human suffering was more related to unemployment than anything else.

Some experts worry that Yellen will be inclined to chase unemployment to the neglect of inflation. But with wages still relatively flat and the economy increasingly divided between the well-off and the long-term unemployed, more people worry about the opposite, deflation(□□□□) that would aggravate the economy's problems.

Either way, the incoming Fed chief will have to walk a fine line in slowly ending the stimulus. It must be steady enough to deflate bubbles(□□□) and bring markets back down to earth but not so quick that it creates another credit crisis.

Unlike many past Fed leaders, Yellen is not one to buy into the finance industry's argument that it should be left alone to regulate itself. She knows all along the Fed has been too slack on regulation of finance.

Yellen is likely to address the issue right after she pushes unemployment below 6%, stabilizes markets and makes sure that the recovery is more inclusive and robust. As Princeton Professor Alan Blinder says, "She's smart as a whip, deeply logical, willing to argue but also a good listener. She can persuade without creating hostility." All those traits will be useful as the global economy's new power player takes on its most annoying problems.

61. What do many people think is the biggest problem facing Janet Yellen?

A) Lack of money. B) Subprime crisis. C) Unemployment. D) Social instability.

62. What did Yellen help the Fed do to tackle the 2008 financial crisis?

A) Take effective measures to curb inflation.

B) Deflate the bubbles in the American economy.

C) Formulate policies to help financial institutions.

D) Pour money into the market through asset buying.

63. What is a greater concern of the general public?

- A) Recession. B) Deflation. C) Inequality. D) Income.
64. What is Yellen likely to do in her position as the Fed chief?
- A) Develop a new monetary program. B) Restore public confidence.
C) Tighten financial regulation. D) Reform the credit system.
65. How does Alan Blinder portray Yellen?
- A) She possesses strong persuasive power.
B) She has confidence in what she is doing.
C) She is one of the world's greatest economists.
D) She is the most powerful Fed chief in history.

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Passage One

Questions 56 to 60 are based on the following passage.

Air pollution is deteriorating in many places around the world. The fact that public parks in cities become crowded as soon as the sun shines proves that people long to breathe in green, open spaces. They do not all know what they are seeking but they flock there, nevertheless. And, in these surroundings, they are generally both peaceful and peaceable. It is rare to see people fighting in a garden. Perhaps struggle unfolds first, not at an economic or social level, but over the appropriation of air, essential to life itself. If human beings can breathe and share air, they don't need to struggle with one another.

Unfortunately, in our western tradition, neither materialist nor idealist theoreticians give enough consideration to this basic condition for life. As for politicians, despite proposing curbs on environmental pollution, they have not yet called for it to be made a crime. Wealthy countries are even allowed to pollute if they pay for it.

But is our life worth anything other than money? The plant world shows us in silence what faithfulness to life consists of. It also helps us to a new beginning, urging us to care for our breath, not only at a vital but also at a spiritual level. The interdependence to which we must pay the closest attention is that which exists between ourselves and the plant world. Often described as "the lungs of the planet", the woods that cover the earth offer us the gift of breathable air by releasing oxygen. But their capacity to renew the air polluted by industry has long reached its limit. If we lack the air necessary for a healthy life, it is because we have filled it with chemicals and undercut the ability of plants to regenerate it. As we know, rapid deforestation

combined with the massive burning of fossil fuels is an explosive recipe for an irreversible disaster.

The fight over the appropriation of resources will lead the entire planet to hell unless humans learn to share life, both with each other and with plants. This task is simultaneously ethical and political because it can be discharged only when each takes it upon herself or himself and only when it is accomplished together with others. The lesson taught by plants is that sharing life expands and enhances the sphere of the living, while dividing life into so-called natural or human resources diminishes it. We must come to view the air, the plants and ourselves as the contributors to the preservation of life and growth, rather than a web of quantifiable objects or productive potentialities at our disposal. Perhaps then we would finally begin to live, rather than being concerned with bare survival.

56. What does the author assume might be the primary reason that people would struggle with each other?

- A) To get their share of clean air. B) To pursue a comfortable life.
- C) To gain a higher social status. D) To seek economic benefits.

57. What does the author accuse western politicians of?

- A) Depriving common people of the right to clean air.
- B) Giving priority to theory rather than practical action.
- C) Offering preferential treatment to wealthy countries.
- D) Failing to pass laws to curb environmental pollution.

58. What does the author try to draw our closest attention to?

- A) The massive burning of fossil fuels. B) Our relationship to the plant world.
- C) The capacity of plants to renew polluted air.
- D) Large-scale deforestation across the world.

59. How can human beings accomplish the goal of protecting the planet according to the author?

- A) By showing respect for plants. B) By preserving all forms of life.
- C) By tapping all natural resources. D) By pooling their efforts together.

60. What does the author suggest we do in order not just to survive?

- A) Expand the sphere of living. B) Develop nature's potentials.
- C) Share life with nature. D) Allocate the resources.

Passage Two

Questions 61 to 65 are based on the following passage.

Early decision - you apply to one school, and admission is binding - seems like a great choice for nervous applicants. Schools let in a higher percentage of early-decision applicants, which arguably means that you have a better chance of getting in. And if you do, you're done with the whole agonizing

process by December. But what most students and parents don't realize is that schools have hidden motives for offering early decision.

Early decision, since it's binding, allows schools to fill their classes with qualified students; it allows admissions committees to select the students that are in particular demand for their college and know those students will come. It also gives schools a higher yield rate, which is often used as one of the ways to measure college selectivity and popularity.

The problem is that this process effectively shortens the window of time students have to make one of the most important decisions of their lives up to that point. Under regular admissions, seniors have until May 1 to choose which school to attend; early decision effectively steals six months from them, months that could be used to visit more schools, do more research, speak to current students and alumni() and arguably make a more informed decision.

There are, frankly, an astonishing number of exceptional colleges in America, and for any given student, there are a number of schools that are a great fit. When students become too fixated() on a particular school early in the admissions process, that fixation can lead to severe disappointment if they don't get in or, if they do, the possibility that they are now bound to go to a school that, given time for further reflection, may not actually be right for them.

Insofar as early decision offers a genuine admissions edge, that advantage goes largely to students who already have numerous advantages. The students who use early decision tend to be those who have received higher-quality college guidance, usually a result of coming from a more privileged background. In this regard, there's an argument against early decision, as students from lower-income families are far less likely to have the admissions know-how to navigate the often confusing early deadlines.

Students who have done their research and are confident that there's one school they would be thrilled to get into should, under the current system, probably apply under early decision. But for students who haven't yet done enough research, or who are still constantly changing their minds on favorite school, the early-decision system needlessly and prematurely narrows the field of possibility just at a time when students should be opening themselves to a whole range of thrilling options.

61. What are students obliged to do under early decision?

- A) Look into a lot of schools before they apply.
- B) Attend the school once they are admitted.
- C) Think twice before they accept the offer.
- D) Consult the current students and alumni.

62. Why do schools offer early decision?

- A) To make sure they get qualified students.
- B) To avoid competition with other colleges.
- C) To provide more opportunities for applicants.

- D) To save students the agony of choosing a school.
63. What is said to be the problem with early decision for students?
- A) It makes their application process more complicated.
- B) It places too high a demand on their research ability.
- C) It allows them little time to make informed decisions.
- D) It exerts much more psychological pressure on them.
64. Why are some people opposed to early decision?
- A) It interferes with students' learning in high school.
- B) It is biased against students at ordinary high schools.
- C) It causes unnecessary confusion among college applicants.
- D) It places students from lower-income families at a disadvantage.
65. What does the author advise college applicants to do?
- A) Refrain from competing with students from privileged families.
- B) Avoid choosing early decision unless they are fully prepared.
- C) Find sufficient information about their favorite school.
- D) Look beyond the few supposedly thrilling options.



Passage One

Questions 56 to 60 are based on the following passage.

The report from the Bureau of Labor Statistics was just as gloomy as anticipated. Unemployment in January jumped to a 16-year high of 7.6 percent, as 598,000 jobs were slashed from US payrolls in the worst single-month decline since December, 1974. With 1.8 million jobs lost in the last three months, there is urgent desire to boost the economy as quickly as possible. But Washington would do well to take a deep breath before reacting to the grim numbers.

Collectively, we rely on the unemployment figures and other statistics to frame our sense of reality. They are a vital part of an array of data that we use to assess if we're doing well or doing badly, and that in turn shapes government policies and corporate budgets and personal spending decisions. The problem is that the statistics aren't an objective measure of reality; they are simply a best approximation. Directionally, they capture the trends, but the idea that we know precisely how many are unemployed is a myth. That makes finding a solution all the more difficult.

First, there is the way the data is assembled. The official unemployment rate is the product of a telephone survey of about 60,000 homes. There is

another survey, sometimes referred to as the "payroll survey," that assesses 400,000 businesses based on their reported payrolls. Both surveys have problems. The payroll survey can easily double-count someone: if you are one person with two jobs, you show up as two workers. The payroll survey also doesn't capture the number of self-employed, and so says little about how many people are generating an independent income.

The household survey has a larger problem. When asked straightforwardly, people tend to lie or shade the truth when the subject is sex, money or employment. If you get a call and are asked if you're employed, and you say yes, you're employed. If you say no, however, it may surprise you to learn that you are only unemployed if you've been actively looking for work in the past four weeks; otherwise, you are "marginally attached to the labor force" and not actually unemployed.

The urge to quantify is embedded in our society. But the idea that statisticians can then capture an objective reality isn't just impossible. It also leads to serious misjudgments. Democrats and Republicans can and will take sides on a number of issues, but a more crucial concern is that both are basing major policy decisions on guesstimates rather than looking at the vast wealth of raw data with a critical eye and an open mind.

56. What do we learn from the first paragraph?

- A) The US economic situation is going from bad to worse.
- B) Washington is taking drastic measures to provide more jobs.
- C) The US government is slashing more jobs from its payrolls.
- D) The recent economic crisis has taken the US by surprise.

57. What does the author think of the unemployment figures and other statistics?

- A) They form a solid basis for policy making.
- B) They represent the current situation.
- C) They signal future economic trends.
- D) They do not fully reflect the reality.

58. One problem with the payroll survey is that _____.

- A) it does not include all the businesses
- B) it fails to count in the self-employed
- C) it magnifies the number of the jobless
- D) it does not treat all companies equally

59. The household survey can be faulty in that _____.

- A) people tend to lie when talking on the phone
- B) not everybody is willing or ready to respond
- C) some people won't provide truthful information
- D) the definition of unemployment is too broad

60. At the end of the passage, the author suggests that _____.

- A) statisticians improve their data assembling methods
- B) decision makers view the statistics with a critical eye
- C) politicians listen more before making policy decisions
- D) Democrats and Republicans cooperate on crucial issues

Passage Two

Questions 61 to 65 are based on the following passage.

At some point in 2008, someone, probably in either Asia or Africa, made the decision to move from the countryside to the city. This nameless person pushed the human race over a historic threshold, for it was in that year that mankind became, for the first time in its history, a predominantly urban species.

It is a trend that shows no sign of slowing. Demographers reckon that three-quarters of humanity could be city-dwelling by 2050, with most of the increase coming in the fast-growing towns of Asia and Africa. Migrants to cities are attracted by plentiful jobs, access to hospitals and education, and the ability to escape the boredom of a farmer's agricultural life. Those factors are more than enough to make up for the squalor(脏乱), disease and spectacular poverty that those same migrants must often at first endure when they become urban dwellers.

It is the city that inspires the latest book from Peter Smith. His main thesis is that the buzz of urban life, and the opportunities it offers for co-operation and collaboration, is what attracts people to the city, which in turn makes cities into the engines of art, commerce, science and progress. This is hardly revolutionary, but it is presented in a charming format. Mr. Smith has written a breezy guidebook, with a series of short chapters dedicated to specific aspects of urbanity - parks, say, or the various schemes that have been put forward over the years for building the perfect city. The result is a sort of high-quality, unusually rigorous coffee-table book, designed to be dipped into rather than read from beginning to end.

In the chapter on skyscrapers, for example, Mr. Smith touches on construction methods, the revolutionary invention of the automatic lift, the practicalities of living in the sky and the likelihood that, as cities become more crowded, apartment living will become the norm. But there is also time for brief diversions onto bizarre ground, such as a discussion of the skyscraper index (which holds that a boom in skyscraper construction is a foolproof sign of an imminent recession).

One obvious criticism is that the price of breadth is depth; many of Mr. Smith's essays raise as many questions as they answer. Although that can indeed be frustrating, this is probably the only way to treat so grand a topic. The city is the building block of civilisation and of almost everything people do; a guidebook to the city is really, therefore, a guidebook to how a large and ever-growing chunk of humanity chooses to live. Mr. Smith's book serves as an excellent introduction to a vast subject, and will suggest plenty of further lines

of inquiry.

61. In what way is the year 2008 historic?

- A) For the first time in history, urban people outnumbered rural people.
- B) An influential figure decided to move from the countryside to the city.
- C) It is in this year that urbanisation made a start in Asia and Africa.
- D) The population increase in cities reached a new peak in Asia and Africa.

62. What does the author say about urbanisation?

- A) Its impact is not easy to predict. B) Its process will not slow down.
- C) It is a milestone in human progress. D) It aggravates the squalor of cities.

63. How does the author comment on Peter Smith's new book?

- A) It is but an ordinary coffee-table book. B) It is flavoured with humorous stories.
- C) It serves as a guide to arts and commerce. D) It is written in a lively and interesting style.

64. What does the author say in the chapter on skyscrapers?

- A) The automatic lift is indispensable in skyscrapers.
- B) People enjoy living in skyscrapers with a view.
- C) Skyscrapers are a sure sign of a city's prosperity.
- D) Recession closely follows a skyscraper boom.

65. What may be one criticism of Mr. Smith's book?

- A) It does not really touch on anything serious.
- B) It is too long for people to read from cover to cover.
- C) It does not deal with any aspect of city life in depth.
- D) It fails to provide sound advice to city dwellers.

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Passage One

Questions 56 to 60 are based on the following passage.

More than a decade ago, cognitive scientists John Bransford and Daniel Schwartz, both then at Vanderbilt University, found that what distinguished young adults from children was not the ability to retain facts or apply prior knowledge to a new situation but a quality they called "preparation for future learning." The researchers asked fifth graders and college students to create a recovery plan to protect bald eagles from extinction. Shockingly, the two groups came up with plans of similar quality (although the college students had better spelling skills). From the standpoint of a traditional educator, this outcome indicated that schooling had failed to help students think about ecosystems and extinction, major scientific ideas.

The researchers decided to go deeper, however. They asked both groups to generate questions about important issues needed to create recovery plans. On this task, they found large differences. College students focused on critical issues of interdependence between eagles and their habitats(□□□). Fifth graders tended to focus on features of individual eagles ("How big are they?" and "What do they eat?"). The college students had cultivated the ability to ask questions, the cornerstone of critical thinking. They had learned how to learn.

Museums and other institutions of informal learning may be better suited to teach this skill than elementary and secondary schools. At the Exploratorium in San Francisco, we recently studied how learning to ask good questions can affect the quality of people's scientific inquiry. We found that when we taught participants to ask "What if?" and "How can?" questions that nobody present would know the answer to and that would spark exploration, they engaged in better inquiry at the next exhibit - asking more questions, performing more experiments and making better interpretations of their results. Specifically, their questions became more comprehensive at the new exhibit. Rather than merely asking about something they wanted to try, they tended to include both cause and effect in their question. Asking juicy

questions appears to be a transferable skill for deepening collaborative inquiry into the science content found in exhibits.

This type of learning is not confined to museums or institutional settings. Informal learning environments tolerate failure better than schools. Perhaps many teachers have too little time to allow students to form and pursue their own questions and too much ground to cover in the curriculum. But people must acquire this skill somewhere. Our society depends on them being able to make critical decisions about their own medical treatment, say, or what we must do about global energy needs and demands. For that, we have a robust informal learning system that gives no grades, takes all comers, and is available even on holidays and weekends.

56. What is traditional educators' interpretation of the research outcome mentioned in the first paragraph?

- A) Students are not able to apply prior knowledge to new problems.
- B) College students are no better than fifth graders in memorizing facts.
- C) Education has not paid enough attention to major environmental issues.
- D) Education has failed to lead students to think about major scientific ideas.

57. In what way are college students different from children?

- A) They have learned to think critically.
- B) They are concerned about social issues.
- C) They are curious about specific features.
- D) They have learned to work independently.

58. What is the benefit of asking questions with no ready answers?

- A) It arouses students' interest in things around them.
- B) It cultivates students' ability to make scientific inquiries.
- C) It trains students' ability to design scientific experiments.
- D) It helps students realize not every question has an answer.

59. What is said to be the advantage of informal learning?

- A) It allows for failures.
- B) It is entertaining.
- C) It charges no tuition.
- D) It meets practical needs.

60. What does the author seem to encourage educators to do at the end of the passage?

- A) Train students to think about global issues.
- B) Design more interactive classroom activities.
- C) Make full use of informal learning resources.
- D) Include collaborative inquiry in the curriculum.

Passage Two

Questions 61 to 65 are based on the following passage.

"There's an old saying in the space world: amateurs talk about

technology, professionals talk about insurance." In an interview last year with The Economist, George Whitesides, chief executive of space-tourism firm Virgin Galactic, was placing his company in the latter category. But insurance will be cold comfort following the failure on October 31st of VSS Enterprise, resulting in the death of one pilot and the severe injury to another.

On top of the tragic loss of life, the accident in California will cast a long shadow over the future of space tourism, even before it has properly begun.

The notion of space tourism took hold in 2001 with a \$ 20 million flight aboard a Russian spacecraft by Dennis Tito, a millionaire engineer with an adventurous streak. Just half a dozen holiday-makers have reached orbit since then, for similarly astronomical price tags. But more recently, companies have begun to plan more affordable "suborbital" flights-briefer ventures just to the edge of space's vast darkness. Virgin Galactic had, prior to this week's accident, seemed closest to starting regular flights. The company has already taken deposits from around 800 would-be space tourists, including Stephen Hawking.

After being dogged by technical delays for years, Sir Richard Branson, Virgin Galactic's founder, had recently suggested that a SpaceShip Two craft would carry its first paying customers as soon as February 2015. That now seems an impossible timeline. In July, a sister craft of the crashed spaceplane was reported to be about half-finished. The other half will have to wait, as authorities of America's Federal Aviation Administration (FAA) and National Transportation Safety Board work out what went wrong.

In the meantime, the entire space tourism industry will be on tenterhooks(提心吊胆). The 2004 Commercial Space Launch Amendments Act, intended to encourage private space vehicles and services, prohibits the transportation secretary (and thereby the FAA) from regulating the design or operation of private spacecraft, unless they have resulted in a serious or fatal injury to crew or passengers. That means that the FAA could suspend Virgin Galactic's licence to fly. It could also insist on checking private manned spacecraft as thoroughly as it does commercial aircraft. While that may make suborbital travel safer, it would add significant cost and complexity to an emerging industry that has until now operated largely as the playground of billionaires and dreamy engineers.

How Virgin Galactic, regulators and the public respond to this most recent tragedy will determine whether and how soon private space travel can transcend that playground. There is no doubt that spaceflight entails risks, and to pioneer a new mode of travel is to face those risks, and to reduce them with the benefit of hard-won experience.

61. What is said about the failure of VSS Enterprise?

- A) It may lead to the bankruptcy of Virgin Galactic.
- B) It has a strong negative impact on space tourism.
- C) It may discourage rich people from space travel.
- D) It has aroused public attention to safety issues.

62. What do we learn about the space-tourism firm Virgin Galactic?
- A) It has just built a craft for commercial flights.
 - B) It has sent half a dozen passengers into space.
 - C) It was about ready to start regular business.
 - D) It is the first to launch "suborbital" flights.
63. What is the purpose of the 2004 Commercial Space Launch Amendments Act?
- A) To ensure space travel safety.
 - B) To limit the FAA's functions.
 - C) To legalize private space explorations.
 - D) To promote the space tourism industry.
64. What might the FAA do after the recent accident in California?
- A) Impose more rigid safety standards.
 - B) Stop certifying new space-tourist agencies.
 - C) Amend its 2004 Commercial Space Launch Amendments Act.
 - D) Suspend Virgin Galactic's licence to take passengers into space.
65. What does the author think of private space travel?
- A) It is worth promoting despite the risks involved.
 - B) It should not be confined to the rich only.
 - C) It should be strictly regulated.
 - D) It is too risky to carry on.

□□□

Passage One

Questions 56 to 60 are based on the following passage.

One hundred years ago, "Colored" was the typical way of referring to Americans of African descent. Twenty years later, it was purposefully dropped to make way for "Negro." By the late 1960s, that term was overtaken by "Black." And then, at a press conference in Chicago in 1988, Jesse Jackson declared that "African American" was the term to embrace. This one was chosen because it echoed the labels of groups, such as "Italian Americans" and "Irish Americans," that had already been freed of widespread discrimination.

A century's worth of calculated name changes point to the fact that naming any group is a politically freighted exercise. A 2001 study cataloged all the ways in which the term "Black" carried connotations(□□) that were more negative than those of "African American."

But if it was known that "Black" people were viewed differently from "African Americans," researchers, until now, hadn't identified what that gap in

perception was derived from. A recent study, conducted by Emory University's Erika Hall, found that "Black" people are viewed more negatively than "African Americans" because of a perceived difference in socioeconomic status. As a result, "Black" people are thought of as less competent and as having colder personalities.

The study's most striking findings shed light on the racial biases permeating the professional world. Even seemingly harmless details on a resume, it appears, can tap into recruiters' biases. A job application might mention affiliations with groups such as the "Wisconsin Association of African-American Lawyers" or the "National Black Employees Association," the names of which apparently have consequences, and are also beyond their members' control.

In one of the study's experiments, subjects were given a brief description of a man from Chicago with the last name Williams. To one group, he was identified as "African-American," and another was told he was "Black." With little else to go on, they were asked to estimate Mr. Williams's salary, professional standing, and educational background.

The "African-American" group estimated that he earned about \$37,000 a year and had a two-year college degree. The "Black" group, on the other hand, put his salary at about \$29,000, and guessed that he had only "some" college experience. Nearly three-quarters of the first group guessed that Mr. Williams worked at a managerial level, while only 38.5 percent of the second group thought so.

Hall's findings suggest there's an argument to be made for electing to use "African American," though one can't help but get the sense that it's a decision that papers over the urgency of continued progress. Perhaps a new phrase is needed, one that can bring everyone one big step closer to realizing Du Bois's original, idealistic hope: "It's not the name - it's the thing that counts."

56. Why did Jesse Jackson embrace the term "African American" for people of African descent?

- A) It is free from racial biases. B) It represents social progress.
- C) It is in the interest of common Americans. D) It follows the standard naming practice.

57. What does the author say about the naming of an ethnic group?

- A) It advances with the times. B) It is based on racial roots.
- C) It merits intensive study. D) It is politically sensitive.

58. What do Erika Hall's findings indicate?

- A) Racial biases are widespread in the professional world.
- B) Many applicants don't attend to details on their resumes.
- C) Job seekers should all be careful about their affiliations.
- D) Most recruiters are unable to control their racial biases.

59. What does Erika Hall find in her experiment about a man with the last name Williams?

- A) African Americans are better than many other ethnic groups.
 - B) Black people's socioeconomic status in America remains low.
 - C) People's conception of a person has much to do with the way he or she is labeled.
 - D) One's professional standing and income are related to their educational background.
60. What is Dr. Du Bois's ideal?
- A) All Americans enjoy equal rights.
 - B) A person is judged by their worth.
 - C) A new term is created to address African Americans.
 - D) All ethnic groups share the nation's continued progress.

Passage Two

Questions 61 to 65 are based on the following passage.

Across the board, American colleges and universities are not doing a very good job of preparing their students for the workplace or their post-graduation lives. This was made clear by the work of two sociologists, Richard Arum and Josipa Roksa. In 2011 they released a landmark study titled "Academically Adrift," which documented the lack of intellectual growth experienced by many people enrolled in college. In particular, Arum and Roksa found, college students were not developing the critical thinking, analytic reasoning and other higher-level skills that are necessary to thrive in today's knowledge-based economy and to lead our nation in a time of complex challenges and dynamic change.

Arum and Roksa placed the blame for students' lack of learning on a watered-down college curriculum and lowered undergraduate work standards. Although going to college is supposed to be a full-time job, students spent, on average, only 12 to 14 hours a week studying and many were skating through their semesters without doing a significant amount of reading and writing. Students who take more challenging classes and spend more time studying do learn more. But the priorities of many undergraduates are with extracurricular activities, playing sports, and partying and socializing.

Laura Hamilton, the author of a study on parents who pay for college, will argue in a forthcoming book that college administrations are overly concerned with the social and athletic activities of their students. In *Paying for the Party*, Hamilton describes what she calls the "party pathway," which eases many students through college, helped along by various clubs that send students into the party scene and a host of easier majors. By sanctioning this watered-down version of college, universities are "catering to the social and educational needs of wealthy students at the expense of others" who won't enjoy the financial backing or social connections of richer students once they

graduate.

These students need to build skills and knowledge during college if they are to use their degrees as a stepping-stone to middle-class mobility. But more privileged students must not waste this opportunity either. As recent graduates can testify, the job market isn't kind to candidates who can't demonstrate genuine competence, along with a well-cultivated willingness to work hard. Nor is the global economy forgiving of an American workforce with increasingly weak literacy, math and science abilities. College graduates will still fare better than those with only a high school education, of course. But a university degree unaccompanied by a gain in knowledge or skills is an empty achievement indeed. For students who have been coasting through college, and for American universities that have been demanding less work, offering more attractions and charging higher tuition, the party may soon be over.

61. What is Arum and Roksa's finding about higher education in America?

- A) It aims at stimulating the intellectual curiosity of college students.
- B) It fails to prepare students to face the challenges of modern times.
- C) It has experienced dramatic changes in recent years.
- D) It has tried hard to satisfy students' various needs.

62. What is responsible for the students' lack of higher-level skills?

- A) The diluted college curriculum.
- B) The boring classroom activities.
- C) The absence of rigorous discipline.
- D) The outdated educational approach.

63. What does Laura Hamilton say about college administrations?

- A) They fail to give adequate help to the needy students.
- B) They tend to offer too many less challenging courses.
- C) They seem to be out of touch with society.
- D) They prioritize non-academic activities.

64. What can be learned about the socially and financially privileged students?

- A) They tend to have a sense of superiority over their peers.
- B) They can afford to choose easier majors in order to enjoy themselves.
- C) They spend a lot of time building strong connections with businesses.
- D) They can climb the social ladder even without a degree.

65. What does the author suggest in the last paragraph?

- A) American higher education has lost its global competitiveness.
- B) People should not expect too much from American higher education.
- C) The current situation in American higher education may not last long.
- D) It will take a long time to change the current trend in higher education.

Passage One

Questions 56 to 60 are based on the following passage.

Saying they can no longer ignore the rising prices of health care, some of the most influential medical groups in the nation are recommending that doctors weigh the costs, not just the effectiveness of treatments, as they make decisions about patient care.

The shift, little noticed outside the medical establishment but already controversial inside it, suggests that doctors are starting to redefine their roles, from being concerned exclusively about individual patients to exerting influence on how healthcare dollars are spent.

In practical terms, the new guidelines being developed could result in doctors choosing one drug over another for cost reasons or even deciding that a particular treatment - at the end of life, for example - is too expensive. In the extreme, some critics have said that making treatment decisions based on cost is a form of rationing.

Traditionally, guidelines have heavily influenced the practice of medicine, and the latest ones are expected to make doctors more conscious of the economic consequences of their decisions, even though there's no obligation to follow them. Medical society guidelines are also used by insurance companies to help determine reimbursement(□□) policies.

Some doctors see a potential conflict in trying to be both providers of patient care and financial overseers.

"There should be forces in society who should be concerned about the budget, but they shouldn't be functioning simultaneously as doctors," said Dr. Martin Samuels at a Boston hospital. He said doctors risked losing the trust of patients if they told patients, "I'm not going to do what I think is best for you because I think it's bad for the healthcare budget in Massachusetts."

Doctors can face some grim trade-offs. Studies have shown, for example, that two drugs are about equally effective in treating macular degeneration, and eye disease. But one costs \$ 50 a dose and the other close to \$ 2,000. Medicare could save hundreds of millions of dollars a year if everyone used the cheaper drug, Avastin, instead of the costlier one, Lucentis.

But the Food and Drug Administration has not approved Avastin for use in the eye, and using it rather than the alternative, Lucentis, might carry an additional, although slight, safety risk. Should doctors consider Medicare's budget in deciding what to use?

"I think ethically(□□□□□□) we are just worried about the patient in front of

us and not trying to save money for the insurance industry or society as a whole," said Dr. Donald Jensen.

Still, some analysts say that there's a role for doctors to play in cost analysis because not many others are doing so. "In some ways," said Dr. Daniel Sulmasy, "it represents a failure of wider society to take up the issue."

56. What do some most influential medical groups recommend doctors do?

- A) Reflect on the responsibilities they are supposed to take.
- B) Pay more attention to the effectiveness of their treatments.
- C) Take costs into account when making treatment decisions.
- D) Readjust their practice in view of the cuts in health care.

57. What were doctors mainly concerned about in the past?

- A) Specific medicines to be used. B) Effects of medical treatment.
- C) Professional advancement. D) Patients' trust.

58. What may the new guidelines being developed lead to?

- A) The redefining of doctors' roles. B) Overuse of less effective medicines.
- C) Conflicts between doctors and patients. D) The prolonging of patients' suffering.

59. What risk do doctors see in their dual role as patient care providers and financial overseers?

- A) They may be involved in a conflict of interest.
- B) They may be forced to divide their attention.
- C) They may have to use less effective drugs.
- D) They may lose the respect of patients.

60. What do some experts say about doctors' involvement in medical cost analysis?

- A) It may add to doctors' already heavy workloads.
- B) It will help to save money for society as a whole.
- C) It results from society's failure to tackle the problem.
- D) It raises doctors' awareness of their social responsibilities.

Passage Two

Questions 61 to 65 are based on the following passage.

Economic inequality is the "defining challenge of our time," President Barack Obama declared in a speech last month to the Center for American Progress. Inequality is dangerous, he argued, not merely because it doesn't look good to have a large gap between the rich and the poor, but because inequality itself destroys upward mobility, making it harder for the poor to escape from poverty. "Increased inequality and decreasing mobility pose a fundamental threat to the American Dream," he said.

Obama is only the most prominent public figure to declare inequality

Public Enemy No. 1 and the greatest threat to reducing poverty in America. A number of prominent economists have also argued that it's harder for the poor to climb the economic ladder today because the rungs() in that ladder have grown farther apart.

For all the new attention devoted to the 1 percent, a new dataset from the Equality of Opportunity Project at Harvard and Berkeley suggests that, if we care about upward mobility overall, we're vastly exaggerating the dangers of the rich-poor gap. Inequality itself is not a particularly strong predictor of economic mobility, as sociologist Scott Winship noted in a recent article based on his analysis of this data.

So what factors, at the community level, do predict if poor children will move up the economic ladder as adults? What explains, for instance, why the Salt Lake City metro area is one of the 100 largest metropolitan areas most likely to lift the fortunes of the poor and the Atlanta metro area is one of the least likely?

Harvard economist Raj Chetty has pointed to economic and racial segregation, community density, the size of a community's middle class, the quality of schools, community religiosity, and family structure, which he calls the "single strongest correlate of upward mobility." Chetty finds that communities like Salt Lake City, with high levels of two-parent families and religiosity, are much more likely to see poor children get ahead than communities like Atlanta, with high levels of racial and economic segregation.

Chetty has not yet issued a comprehensive analysis of the relative predictive power of each of these factors. Based on my analyses of the data, of the factors that Chetty has highlighted, the following three seem to be most predictive of upward mobility in a given community:

1. Per-capita() income growth
2. Prevalence of single mothers (where correlation is strong, but negative)
3. Per-capita local government spending

In other words, communities with high levels of per-capita income growth, high percentages of two-parent families, and high local government spending—which may stand for good schools—are the most likely to help poor children relive Horatio Alger's rags-to-riches story.

61. How does Obama view economic inequality?

A) It is the biggest obstacle to social mobility. B) It is the greatest threat to social stability.

C) It is the No. 1 enemy of income growth. D) It is the most malicious social evil of our time.

62. What do we learn about the inequality gap from Scott Winship's data analysis?

A) It is fast widening across most parts of America.

B) It is not a reliable indicator of economic mobility.

C) It is not correctly interpreted. D) It is overwhelmingly ignored.

63. Compared with Atlanta, metropolitan Salt Lake City is said to _____.

- A) have placed religious beliefs above party politics
 - B) have bridged the gap between the rich and the poor
 - C) offer poor children more chances to climb the social ladder
 - D) suffer from higher levels of racial and economic segregation
64. What is strongly correlated with social mobility according to economist Raj Chetty?
- A) Family structure.
 - B) Racial equality.
 - C) School education.
 - D) Community density.
65. What does the author seem to suggest?
- A) It is important to increase the size of the middle class.
 - B) It is highly important to expand the metropolitan areas.
 - C) It is most imperative to focus our efforts on the elimination of income inequality.
 - D) It is better to start from the community to help poor children move up the social ladder.



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